I**nspection of the progress made by local authorities in improving learning, raising attainment and closing the poverty-related attainment gap:** **insert council name Council**

##### Profile and self-evaluation proforma

Please return by: **Click here to enter a date.**

# Profile

### 1 Basic information

|  |  |
| --- | --- |
| **Chief Executive:** | **Insert name** |
| **Address:** | Insert text here, press F11 to move to next field |
| **Title of the department responsible for education services:** | Insert text here, press F11 to move to next field |
| **Name/title of the chief officer responsible for education services:** | Insert text here, press F11 to move to next field |
| **Address:** | Insert text here, press F11 to move to next field |
| **Telephone number:** | Insert text here, press F11 to move to next field |
| **email:** | Insert text here, press F11 to move to next field |
| **Secretary/administrative contact:** | Insert text here, press F11 to move to next field |
| **Telephone number:** | Insert text here, press F11 to move to next field |
| **email:** | Insert text here, press F11 to move to next field |
| **Elected member with special responsibility for education services e.g. chair, convenor, spokesperson or equivalent:** | Insert text here, press F11 to move to next field |

**2. About the Council**

### 2 Local context

**2.1 Describe main features of the area served by the Council indicating aspects of the demographic/socio‑economic profile, key challenges and trends which impact on the work of the education authority and its services.**

**2.2 Outline the policy decision‑making structure of the council with particular regard to educational matters.**

### 3. Education authority and its services

**3.1 Education authority’s aims: please indicate key documents which will be shared with the inspection team.**

**3.2 Please complete the table below showing details of senior education services managers.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Job title** | **Number of years in current post** | **Main areas of responsibility** |
| Insert text, press F11 to move to next field | Insert text, press F11 to move to next field | Insert text, press F11 to move to next field | Insert text, press F11 to move to next field |
| Insert text, press F11 to move to next field | Insert text, press F11 to move to next field | Insert text, press F11 to move to next field | Insert text, press F11 to move to next field |
| Insert text, press F11 to move to next field | Insert text, press F11 to move to next field | Insert text, press F11 to move to next field | Insert text, press F11 to move to next field |

**3.3 Please list other education authority staff who have a major responsibility for quality assurance and improvement.**

|  |  |  |
| --- | --- | --- |
| **Name** | **Job title** | **Main areas of responsibility** |
| Insert text, press F11 to move to next field | Insert text, press F11 to move to next field | Insert text, press F11 to move to next field |
| Insert text, press F11 to move to next field | Insert text, press F11 to move to next field | Insert text, press F11 to move to next field |
| Insert text, press F11 to move to next field | Insert text, press F11 to move to next field | Insert text, press F11 to move to next field |

### 4. Performance monitoring and continuous improvement

**4.1 Please list the main mechanisms for collecting, analysing and evaluating information on:**

**(a) quality and performance in individual educational establishments**

**(b) quality and performance across the education authority.**

**4.2 Please list any nationally/internationally recognised quality award(s) which the education authority has gained.**

**4.3 Please list any nationally/internationally recognised quality award(s) which the education authority is currently working toward.**

**4.4 List the main initiatives introduced by the education authority over the past two years to improve learning, raise attainment and close the poverty-related attainment gap.**

|  |  |
| --- | --- |
| Main initiatives | Key person responsible |
| Insert text, press F11 to move to next field | Insert text, press F11 to move to next field |
| Insert text, press F11 to move to next field | Insert text, press F11 to move to next field |
| Insert text, press F11 to move to next field | Insert text, press F11 to move to next field |
| Insert text, press F11 to move to next field | Insert text, press F11 to move to next field |

# Documents to be provided in advance of inspection

Please email the following items to the administrator prior to the inspection. Please return these documents by date given on notification email.

|  |  |  |
| --- | --- | --- |
|  | **Item** | **✓** |
| 1. | Completed self-evaluation Proforma |  |
| 2 | Completed Audit Scotland data request template |  |
| 3. | Education Service plan |  |
| 4. | Local outcome improvement plan |  |
| 5. | Document setting out the council’s governance arrangements relating to raising attainment |  |
| 6. | Document setting out the governance arrangements for Scottish Attainment Challenge and Pupil Equity Funding |  |
| 7. | Document setting out the role of Elected Member’s in scrutinising education (eg Committee Structure etc) |  |
| 8. | Any guidance issued to headteachers in relation to Scottish Attainment Challenge/Pupil Equity Funding |  |
| 9. | Risk Register – most recent risk register for both the education service and for Scottish Attainment Challenge and Pupil Equity Funding if a separate one was developed. |  |
| 10. | Education Service Standard and Quality reports for last two years |  |
| 11. | Educational psychological service latest Standard and Quality report and improvement plan |  |

# Self-evaluation summary

Please use this document to highlight key aspects of the authority’s work as a starting point for discussion with the inspection team. You are asked to focus on the three key self-evaluation questions.

* How well are you doing?
* How do you know?
* What are you going to do now?

Consider how you triangulate your evidence to ensure your evaluative judgments are robust. Please keep the information as clear and concise as possible using bullet points to indicate high level evaluative messages which can then be teased out during discussion at the start of the inspection. Your staff will know the authority’s strengths and areas for development. However, you may wish to share the self‑evaluation summary paper with staff so that they are aware of what the authority has submitted.

|  |  |  |  |
| --- | --- | --- | --- |
| **Self-evaluation summary of the progress of** **insert council namein improving learning, raising attainment and narrowing the poverty‑related attainment gap. Please include aspects of the educational psychological service within the summary.**   * How well are you doing? * How do you know? * What are you going to do now? | | | |
| **QI 9.4 Leadership of improvement and change**   * Strategic planning for improvement. * Governance framework. * Management of finance for learning. | | | |
| **What’s working well?** | **What evidence do you have of positive impact on learners?** | **What are your improvement priorities in this area?** | **Key documents to support your statements** |
| * **Insert text here** | * **Insert text here** | * **Insert text here** |  |
| **QI 9.5 Self-evaluation to secure improvement**   * Approaches to self-evaluation. * Analysis and evaluation of intelligence and data. * Impact on improving learning, raising attainment and closing the poverty-related attainment gap. | | | |
| **What’s working well?** | **What evidence do you have of positive impact on learners?** | **What are your improvement priorities in this area?** | **Key documents to support your statements** |
| * **Insert text here** | * **Insert text here** | * **Insert text here** |  |
| **QI 1.1 Improvement in performance**   * Improvement in raising attainment and closing the poverty-related attainment gap in literacy, numeracy and health and wellbeing. * Impact of professional learning on improving outcomes. * Impact of strategic aims and objectives on families and communities. | | | |
| **What’s working well?** | **What evidence do you have of positive impact on learners?** | **What are your improvement priorities in this area?** | **Key documents to support your statements** |
| * **Insert text here** | * **Insert text here** | * **Insert text here** |  |